DOCUMENT RESUME

ED 259 309 CS 008 091

TITLE Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 85

NOTE 9p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Academic Achievement; Adult Education; Annotated Bibliographies; *Cognitive Processes; College English; Doctoral Dissertations; Higher Education; Language Processing; Older Adults; Reader Response; Reading Achievement; Reading Comprehension; Reading Habits; *Reading Instruction; Reading Programs; *Reading Research; *Reading Skills; *Reading Strategies; Sentence Structure; Spelling; *Study Skills; Television Viewing

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) conceptualization of main idea by special admission college freshmen; (2) the interactive effects of field dependence and adjunct questions on learning from prose; (3) an art based program for improving reading skills; (4) the effect of sentence faults on the reading behaviors of college freshman readers; (5) reading grade level attainment as a result of attending Navy academic remedial training; (6) the relation of preadmission achievement measures and participation in a reading treatment course on improving initial college academic achievement; (7) locus of control and reading achievement; (8) understanding visual illiteracy; (8) study strategies used by college students; (9) spelling strategies used by college students; (10) spelling as a correlate of reading ability in underprepared college freshmen; (11) the reading and televiewing habits and interests of the elderly; (12) and the effects of a summarizer, a form of systematic review, on comprehension.(EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED259309

Reading and Study Skills and Instruction: College and Adult:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1985 (Vol. 45 Nos. 7 through 12).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

UMI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS008091

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1985 by University Microfilms International) and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Castleberry, Kathryn Sue
CONCEPTUALIZATION OF MAIN IDEA BY SPECIAL ADMISSION COLLEGE FRESHMEN READING EXPOSITORY PASSAGES

Chobot, Mary Casella
THE INTERACTIVE EFFECTS OF FIELD DEPENDENCE AND ADJUNCT QUESTIONS ON LEARNING FROM PROSE BY LIBRARY/INFORMATION SCIENCE STUDENTS

Clopton, Wilma Emma Mosley
ART-BASED PROGRAM FOR IMPROVING READING SKILLS

Dodd, William Marion
THE EFFECT OF SELECTED SENTENCE FAULTS ON THE READING BEHAVIORS OF PROFICIENT COLLEGE FRESHMAN READERS

Drylie, James Todd, II
READING GRADE LEVEL ATTAINMENT AS A RESULT OF ATTENDING NAVY ACADEMIC REMEDIAL TRAINING

Ishiwatari, Kimio
THE RELATION OF PRE-ADMISSION ACHIEVEMENT APTITUDE MEASURES, AND PARTICIPATION IN READING TREATMENT COURSE ON IMPROVING INITIAL COLLEGE ACADEMIC ACHIEVEMENT

Maxile, Horace J.
LOCUS OF CONTROL AND READING ACHIEVEMENT IN SELECTED COLLEGE FRESHMEN

Munoz Marin, Milton Gerardo
UNDERSTANDING VISUAL ILLITERACY: A STUDY OF COMPREHENSION OF PICTORIAL MESSAGES AMONG FARMERS

Pena-Paez, Alberto Jose
STUDY STRATEGIES USED BY COLLEGE STUDENTS: INDUCED AND SPONTANEOUS USE OF SUMMARIZING AND UNDERLINING

Pitts, Sandra Jean Kelton
SPELLING AS A CORRELATE OF READING ABILITY IN UNDERPREPARED COLLEGE FRESHMEN: MEASURES AND ERROR TYPES

Sibold, Claire Vincent
THE READING AND TELEVIEWING HABITS AND INTERESTS OF THE ELDERLY: A GROUNDED THEORY STUDY

Tilden, Doris Virginia
THE NATURE OF REVIEW: COMPONENTS OF A SUMMARIZER WHICH MAY INCREASE RETENTION

CONCEPTUALIZATION OF MAIN IDEA BY SPECIAL ADMISSION COLLEGE FRESHMEN READING EXPOSITORY PASSAGES

Order No. DA8426694

CASTLEBERRY, KATHRYN SUE, ED.D. *Northern Illinois University*, 1984. 224pp.

This study was designed to investigate the relationship between the degree of conceptualization of main ideas and the number of main ideas identified by special admission college freshmen reading expository passages. Differences between the processes used to identify main idea and the number of main ideas identified were also investigated. The study examined the relationship between the sex of the subjects and the number of main ideas identified.

The subjects were 129 special admission college freshmen drawn from college reading courses. Eight American history passages served as the reading material.

Subjects silently read five passages and attempted to identify the main idea from a multiple-choice format. Subjects then met individually with the investigator for an interview session. During the session, each subject silently read three passages, attempted to identify the main ideas, and answered interview questions. Sessions were tape-recorded and transcribed verbatim. Transcriptions were analyzed to determine degree of conceptualization of main idea (excellent, adequate, poor) and processes (generalization, pyramid, comparison, listing) used to identify main idea.

Statistically significant relationships were found between the number of main ideas identified and the degree of conceptualization of main ideas on all reading tasks. Also, a statistically significant relationship was found between the number of main ideas identified and the subject's performance on *The Nelson-Denny Reading Test*, Form E. Statistically significant differences were found between the processes used by the subjects to identify main idea and the number of main ideas identified.

No statistically significant relationship was found between sex of the subjects and the number of main ideas identified. Also, no statistically significant differences were found between the subject's degree of conceptualization of main idea and the subject's performance on *The Nelson-Denny Reading Test*, Form E.

Subjects in this study exhibited differing degrees of conceptualization of main idea. Also, subjects identified main ideas by different processes that have varying degrees of effectiveness. The generalizing process was more effective than the pyramid process, and listing was the least effective process. One implication for classroom instruction would be to attempt to develop the more effective processes.

THE INTERACTIVE EFFECTS OF FIELD DEPENDENCE AND ADJUNCT QUESTIONS ON LEARNING FROM PROSE BY LIBRARY/INFORMATION SCIENCE STUDENTS

Order No. DA8416040

CHOBOT, MARY CASELLA, PH.D. *The Catholic University of America*, 1984. 140pp.

The purpose of this study was to determine (1) if there is a trait treatment interaction between the field orientation of the learner and question treatment as measured by the effects on short-term retention of intentional, incidental and total learning; and (2) the effect of varying the placement of the questions in the text.

Subjects, 104 graduate students in library and information science, were randomly assigned to one of three treatment conditions. Treatment materials were twelve prose passages about videodisc technology with prequestions, postquestions, or no questions. Subjects were given the Group Embedded Figures Test, and a criterion-referenced posttest.

A posttest only control group design was used to test eight hypotheses at the .05 level. Regression analysis was used to analyze the data. Significant interactions were found for incidental and total short-term retention. The Johnson-Neyman technique was used to determine the range of values which described these interactions. As there was no significant interaction for intentional learning, the common regression coefficient was tested and the common regression equation for intentional learning was obtained.

Field-dependence-independence did interact with the adjunct questions treatments to affect learning differentially for field-dependent and field-independent learners. Findings indicated that (1) for subjects tending toward field-dependence, prequestions facilitated incidental and total short-term retention more than either postquestions or no questions; (2) for subjects tending toward field-independence, incidental and total short-term retention was not facilitated with prequestions, whereas postquestions facilitated incidental and total short-term retention more than no questions. (3) Field-independents scored higher than field-dependents on all three outcome measures under the no questions condition; and (4) field-independents scored higher than field-dependents on intentional learning under the prequestions and postquestions conditions as well.

The study supports Witkin's theory of psychological differentiation. The findings have practical implications, suggesting the most effective placement of adjunct questions in text for FD and FI learners, and reinforcing the need for individualized instruction so that the most effective instructional strategy can be prescribed for a given learner based on individual differences like field-dependence-independence.

ART-BASED PROGRAM FOR IMPROVING READING SKILLS

Order No. DA8418626

CLOPTON, WILMA EMMA MOSLEY, PH.D. *Saint Louis University*, 1984. 134pp.

The major thrust of this research was not to justify the arts in a curriculum, but an effort to explore an alternative form of learning for those who have been unable to master basic skills via the traditional learning experience. The specific skill that this study addresses is reading.

Reading is an active process that involves the participation of the reader and the experiences that the learner brings to the reading situation. It is also a reflective and imaginative process that causes the participant to develop conclusions. Because the act of reading relies on the imaginative/reflective capabilities of the learner, this researcher proposed to explore the usage of the arts, in some form, to assist in the developmental reading process.

The prime objective of this study was to assess the effectiveness of an art-based curriculum in improving the reading skills of the adult learner. In addition to this major concern, the researcher was interested in seeing if the program worked equally well with all learners regardless of their hemispheric modality. The art-based curriculum was designed to be used in addition to the traditional program in which the learner was presently enrolled.

This study was conducted with a total sample population of 40 college students enrolled in a developmental reading program at a local community college. Of the 40 students that participated in this project, twenty-seven (27) were initially a part of the students who were directly involved in the art-based reading program.

All students received a pre- and post-test. Those students utilizing the art-based curriculum were also tested for hemispheric modality. All instruction was individualized. The statistical significance and effectiveness of the program was answered via a paired *t*-test (alpha = .05) and a one sample *t*-test.

The normal expected growth rate in this particular setting is .3 grade units in a 10 month year. The rate of growth of those students participating in the art-based program was greater than the expected growth rate. According to the results of this study, as a result of their participation in the research, the students were one-half year beyond the expected rate of growth.

THE EFFECT OF SELECTED SENTENCE FAULTS ON THE READING BEHAVIORS OF PROFICIENT COLLEGE FRESHMAN READERS

Order No. DA8427522

Dodd, William Marion, Ed.D. *University of Georgia*, 1984. 232pp. Director: Daniel R. Kirby

Purpose of the Study. The purpose of this study was to determine whether selected sentence faults embedded in texts would affect the reading behaviors of proficient college freshman readers.

Procedures. Ninety-three subjects were randomly selected from 12 intact classes of freshman English students. The subjects were asked to read a control passage and nine passages which contained errors. After reading each passage, the subjects were asked to rate on a Likert Scale how difficult to read they found the passage, to answer five multiple-choice questions about the passage, and to rate on a Likert Scale how sure, or unsure, they were of their answers on each of the multiple-choice items. Later, the three highest-scoring and the three lowest-scoring students were interviewed concerning their responses to specific items on the test. Finally, three subjects were asked to attend individual test sessions during which their reading rates and method of processing were observed and recorded. After the sessions, each subject was interviewed concerning his or her performance.

Results. The results of the data analysis indicated that the embedded errors significantly affected the subjects' recall ability, confidence ratings, comprehensibility ratings, method of information processing, and reading rates. Additionally, the analyses showed that the errors divided into two groups--errors which are correctable from context and errors which are not. Text correctable errors affected method of information processing and reading rate more than affected recall ability, comprehensibility ratings, and confidence ratings more than text correctable errors. Interviews with six subjects conducted after the data collection indicated that better readers were less concerned with errors than less proficient readers. Finally, the students' responses during the interviews seemed to validate the error classification system suggested by the quantitative data.

READING GRADE LEVEL ATTAINMENT AS A RESULT OF ATTENDING NAVY ACADEMIC REMEDIAL TRAINING

Order No. DA8425970

Drylie, James Todd, II, Ed.D. *Memphis State University*, 1984. 60pp. Major Professor: Paul L. Jones

This research was initiated to determine the effect of the Navy's Academic Remedial Training (ART) on the reading grade level of recruits at the three Recruit Training Centers located at Orlando, Fl., Great Lakes, Il., and San Diego, Ca. The course of instruction was designed not for generalized reading improvement, but as an individualized, prescriptive remedial reading program to improve the diagnosed skill deficiencies of recruits so that they might successfully complete recruit training. From the inception reading grade level improvement of recruits has been of great interest to the staffs of the Navy training commands, RTC's, ART's, and numerous academic communities.

Data were collected and analyzed from two hundred ninety four recruits (eighty three from Orlando, Fl, one hundred six from Great Lakes, IL, and one hundred five from San Diego, Ca). Results of the analyses showed a significant improvement in reading grade level of recruits who attended ART, with the mean improvement 1.680 years.

An analyses of pretest, posttest, and mean difference scores were made by site and no differences were noted between the three Recruit Training Centers in the case of pretest scores. Posttest reading scores were significantly different at Great Lakes than at the other two sites. The mean difference scores at Orlando and San Diego were also significantly different.

Armed Forces Qualification Test (AFQT) scores and Armed Services Vocational Aptitude Battery (ASVAB) word knowledge (WK), paragraph comprehension (PC), and arithmetic reasoning (AR) scores were analyzed to ascertain any relationship between them and RGL scores. No pertinent relationships were noted.

Academic Remedial Training was shown to be a valid generalized reading improvement program. The use of AFQT of ASVAB subtests (WK), (PC), or (AR) as a predictor of reading grade level was not indicated as reliable, and the current use of the Gates-MacGinitie Reading Tests to screen recruits into ART is considered appropriate.

THE RELATION OF PRE-ADMISSION ACHIEVEMENT APTITUDE MEASURES, AND PARTICIPATION IN READING TREATMENT COURSE ON IMPROVING INITIAL COLLEGE ACADEMIC ACHIEVEMENT

Order No. DA8422000

Ishiwatari, Kimio, Ed.D. *The George Washington University*, 1983. 175pp.

The Purpose. The study was undertaken to determine whether or not participation in the reading improvement course would affect academic performance of the college students.

The Subject. They were the college freshmen who entered the George Washington University as full time students in the fall of 1979 semester. The total subjects were 270 students.

The Design. The two groups were examined; the experimental group took the 10 weeks expository reading treatment and the control group did not take it. The matched pair was the 135 subjects in both groups.

The Instruments. Those were as follows; as the pre-admission measures, the SAT scores, the ECAT score, and the HGPA and English, as the academic achievement measures, the CGPA and English, and as the reading achievement measure, the NDRT.

The Hypotheses. The four major hypotheses and the three subhypotheses were tested.

The Statistics. Pearson correlation, the t-test, and the ANOVA were employed at the 0.05 level of significance.

Findings and Conclusions. There were no significant differences statistically between the two groups in the CGPA in four semesters. The SAT-V showed the negative correlation with the CGPA's in the four semesters, but the SAT-M showed the positive correlation. The significant correlation was found between the SAT-R and the CGPA's in a sophomore year. Both the SAT-VO and the ECAT did not have the significant correlations with CGPA's in a freshman and a sophomore year. The HGPA showed a significant correlation with CGPA's in a freshman year.

The scores of the NDRT, however, did not show any significant correlations with the CGPA's at all in both a freshman and a sophomore year. There was no significance in the sex difference in the relation with the pre-admission measures, the academic achievement measures, and the reading achievement measure. There were the significant factors in the academic areas. The students majoring the Business school showed the higher academic performance than the other students majoring the different schools.

LOCUS OF CONTROL AND READING ACHIEVEMENT IN SELECTED COLLEGE FRESHMEN

Order No. DA8425044

MAXILE, HORACE J., PH.D. *East Texas State University*, 1984. 94pp. Adviser: Robert Windham

Purpose of the Study. The basic purpose of this research project was to investigate the reading achievement of selected college freshmen categorized as having internal or external locus of control. Also utilized were the factors of geographical location, sex, family income, and racial composition of last high school attended.

Procedure. The sample population was seventy-five freshman students in the Developmental Reading Program at Southern University Shreveport-Bossier Campus during the fall semester of 1982. The *Nelson-Denny Reading Test (Form D)* and Rotter's *Scale to Measure Internal versus External Control* were administered. All data obtained were analyzed by the independent *t* test to determine significance at the .05 level.

Findings. In examining the locus of control, the study found: (1) no significant difference between reading scores of subjects identified as internals and externals; (2) no significant difference between reading scores of internals and externals living in an urban community; (3) no significant difference between reading scores of internals who last attended a predominantly white or predominantly black school; (4) no significant difference between reading scores of externals who last attended a predominantly white or black school; (5) no significant difference between reading scores of internals and externals who last attended a predominantly white school; (6) no significant difference between reading scores of internals and externals who last attended a predominantly black school; (7) a significant difference between reading scores of internals from a family with a low income and those from a high income; (8) no significant difference between reading scores of male and female internals; and (9) no significant difference between reading scores of male and female externals.

Conclusions. The study concluded there was: (1) no significant difference between reading scores of internals and externals; (2) no significant difference in reading scores of internals and externals living in urban communities; (3) no significant difference in reading achievement scores of internals and externals who last attended predominantly white and black schools; (4) a significant difference in the reading achievement scores of internals from a family with a high income rather than a low income; and (5) no significant difference between the reading achievement scores of male and female internals and externals.

UNDERSTANDING VISUAL ILLITERACY: A STUDY OF COMPREHENSION OF PICTORIAL MESSAGES AMONG FARMERS

Order No. DA8500693

MUNOZ MARIN, MILTON GERARDO, PH.D. *The University of Wisconsin - Madison*, 1984. 270pp. Supervisor: Professor Richard D. Powers

Communication programs around the world rely heavily on the use of illustrations as a way to attract the attention of the viewer to a specific part of the material; direct attention within the material; facilitate learning text content via improving comprehension and retention; and sometimes to enhance enjoyment.

Despite the popularity of illustrations, the existence of visual illiteracy and the fact that a picture is not always "worth a thousand words" has only recently been recognized. Research reviewed in this study suggests that some people have difficulties correctly interpreting pictorial cues and constructing meaning from illustrations.

This investigation analyzed differences in perceptual patterns and comprehension of illustrations--drawings and black and white photos--between literate and illiterate farmers. The influence of personal and situational factors in the comprehension of illustrations was also investigated.

The central assumption of the study was that the capacity to correctly interpret illustrations is not as spontaneous as it might appear. Rather it is predominantly a "learned skill".

Differences in first perception were analyzed following the same procedure used by Fonseca and Lassey (1964) in Costa Rica. Differences in comprehension of illustrations included comparisons in comprehension of sequences of photos and drawings; comprehension of cues within single illustrations; and comprehension of drawings in reverse device versus drawings in line reproduction.

Two forms of a questionnaire were utilized. A stratified sample of 206 Colombian farmers from a rural development district were interviewed.

Once appropriate statistical techniques were applied, results showed that the capacity to correctly interpret illustrations is a "learned" skill. Illustrations provide a form of symbolically coded experience which requires that the learner goes beyond the information given in order to interpret them correctly. Results also indicate that the perceptual patterns of literates and illiterates do not differ when they are asked to indicate what they see first when they look at a page.

The picture arranging skills of the individual appeared to be the best predictor of comprehension. Respondents with low educational levels--especially illiterates--showed significantly lower ability to correctly interpret illustrations. Likewise, older individuals performed significantly poorer than younger ones.

Suggestions for further research and practical recommendations for communicators and designers are offered.

STUDY STRATEGIES USED BY COLLEGE STUDENTS: INDUCED AND SPONTANEOUS USE OF SUMMARIZING AND UNDERLINING

Order No. DA8418243

PENA-PAEZ, ALBERTO JOSE, PH.D. *The University of Wisconsin - Milwaukee*, 1984. 94pp. Supervisor: Professor John Surber

This experiment investigated the effectiveness of two study strategies commonly used by college students. Students were classified on the basis of their predominate spontaneous study strategy as summarizers or underliners. They then read an expository prose passage under one of two conditions: using their spontaneous strategy or using the opposite strategy. Retention of the main ideas were tested in both groups as well as in a read-only control group. Results indicated that there was a significant main effect for study strategy. Summarizing was significantly better than underlining and read-only. Additionally, spontaneous summarizing outperformed spontaneous underlining and the control group in the retention test. It was concluded that summarizing is the most effective study strategy when it encourages the formation of complex structural relations among the most important cognitive units with a prose passage.

SPELLING AS A CORRELATE OF READING ABILITY IN UNDERPREPARED COLLEGE FRESHMEN: MEASURES AND ERROR TYPES

Order No. DA8425669

PITTS, SANDRA JEAN KELTON, PH.D. *The University of New Mexico*, 1984. 150pp.

Support facilities, such as reading/writing labs and tutorial services, have been created in many universities to diagnose and remediate on a one-to-one basis those language deficiencies in reception and production which handicap learners' progress in all classes, but most especially the progress of underprepared college freshmen in basic skills English classes. Poor spelling, among good and poor readers alike, persists as an impediment to clear discourse

production by college students. Previous studies indicate considerable lack of concurrence among researchers with regard to the relationships between reading and writing, between reading and spelling, and even with regard to strategies for teaching spelling and analyzing spelling errors.

In an attempt to improve evaluation procedures at the college-entry level and to examine spelling application in good and poor readers, for planning of remedial programs by support facilities, this study was conducted to determine the relationships between the reading scores and spelling production of underprepared college freshmen. The Nelson-Denny Reading Test, the multiple-choice spelling section of the California Test of Basic Skills (CTBS), and the spelling dictation section of the Wide Range Achievement Test (WRAT) were administered to 71 subjects in four basic skills English classes at the University of Albuquerque. All Subjects wrote an essay on a controlled topic (IPE). The essays were analyzed for number of spelling errors and spelling error types: orthographic or phonological.

Multiple regression analyses were computed to determine the relationships between vocabulary, comprehension, and total reading scores on the Nelson-Denny and scores of the three measures of spelling ability: CTBS, WRAT, and IPE. All of the observed relationships were significant. A Pearson Product Moment correlation computation revealed that there were significant correlations among the three measures of spelling ability. Multiple regression analyses, post hoc Scheffe tests, and post hoc *t* tests revealed that (1) there were significant relationships between total reading score and the number of orthographic and phonological errors produced, (2) capable readers made significantly fewer orthographic errors than adequate or disabled readers and significantly fewer phonological errors than disabled readers, and (3) capable and adequate readers made significantly fewer phonological errors than orthographic errors. There were no significant differences in the types of errors made by disabled readers.

THE READING AND TELEVIEWING HABITS AND INTERESTS OF THE ELDERLY: A GROUNDED THEORY STUDY

Order No. DA8501323

SIBOLD, CLAIRE VINCENT, PH.D. *Arizona State University*, 1984. 201pp.

The elderly comprise a significant percentage Arizona's population. Of the 2.2 million who live in Arizona, 313,550 are over age sixty. This figure suggests a need for Americans to prepare themselves for the aging process and the potential problems and lifestyle changes that will be encountered during retirement.

It has been suggested by previous researchers that reading gives the elderly person a feeling of productivity by expanding his knowledge, gives him inspiration, or that reading is used as a method for coping with loneliness. The purpose of this study was to examine and generate a theory about the reading and televiewing habits and interests of the elderly. The research procedure employed for this purpose was grounded theory methodology. The samples for the study were selected according to the process of theoretical sampling. The two sample populations were: (1) the elderly from a retirement facility which also offers nursing care, and (2) the elderly members from a social club which is provided by a financial institution in the Phoenix area.

In conducting this study, three data collection methods--participant observation, a questionnaire, and unstructured interviews--were used as a way of collecting information and cross-validating data. Data triangulation was used as a strategy to compare the data which contributed to the emerging theory. An adapted form of the Survey of Elderly Reading Attitudes was administered to subjects, as well as unstructured interviews.

Fieldnotes and interview transcripts were coded and analyzed using the Ethnograph. From the codes, conceptual categories were formed. Each subject's responses to the questionnaire were scored and the percentages of responses to the scales were reported.

Seven interrelated conceptual categories were the principal result of this study. These were: (1) self-perceived health, (2) age, (3) residential lifestyle, (4) accessibility to materials, (5) friends and family, (6) other leisure activities, and (7) reading and televiewing. A theory of the reading and televiewing habits and interests of the elderly was generated with the elderly's self-perceived health at the heart of the theory. Other dimensions of the elderly's life were found to be an outgrowth of his or her health. A set of theoretical propositions which provide a foundation for future research were included.

THE NATURE OF REVIEW: COMPONENTS OF A SUMMARIZER WHICH MAY INCREASE RETENTION

Order No. DA8500771

TILDEN, DORIS VIRGINIA, PH.D. *Syracuse University*, 1984. 159pp.

The low retention rate of college level material is a concern. This study investigated the effects of a summarizer, a form of systematic review, on retention. It examined four different formats of a summarizer on concepts and procedures. The format of the summarizer was based on theories of how information is stored and processed in memory and on theories of instructional design, notably Elaboration Theory and Component Display Theory. It was postulated that a summarizer would increase retention, and the most comprehensive format would be the most effective.

To test this, 84 college students taking a research course were initially randomly assigned to five groups: four treatment groups and one control group. Only 41 students remained in the final sample. The treatments consisted of a written summarizer on the concepts and procedures presented in lessons on sampling, levels of measurement, and data analysis. One week after the summarizer an unannounced retention test was given to measure the same concepts and procedures that were presented in the lessons and included on the summarizer.

Two tests were given during the study: the immediate learning test was given immediately after instruction to measure initial acquisition, and the retention test was given one week after the summarizer to measure retention.

Analysis of variance and analysis of covariance were used to analyze the data.

Lack of significant findings suggest that well designed initial instruction may be sufficient to maintain retention on application of concepts and procedures. This study did not investigate the effect of the summarizer on recall, a promising level which is yet unstudied. Although the hypothesized prescriptions were not supported, the finding that the GPA significantly interacts with the summarizer is important. This suggests that the summarizer format with three components is most beneficial for low ability students. Additional research is needed to further isolate and define the effects of a summarizer on recalling and applying different types of content (facts, concepts, procedures, and principles).

Copies of the Dissertations may be obtained by addressing your request to:

University Microfilms International
Dissertation Copies
Post Office Box 1764
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042